

## Coach Card Directions for Administering and Scoring the Kindergarten Math Readiness Probes

### Write Number Probe



**Timing:** 1 minute.

**Materials needed:** Probe sheets for each student, pencils for each student, digital timer

1. Arrange students so that they can only see their own work. Tell students, **“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencils down so we can start together.”**
2. Distribute probe sheets. Prompt students, **“Put your pencil down when you have finished writing your name on your paper so that we can all start together.”**
3. **“If you are ready look at me”** (make sure all eyes are on you). Tell students, **“Look at the circles on the left** (point). **Your job is to count the circles here and write that number in the box here** (point). **Let’s do the first one together. Let’s count these circles aloud.** (Count with students). **How many circles are there? Three, that’s right! Now, what number do you write in the box? Three, that’s right! Do that and then put your pencils down so that we can all start together.”** Monitor for compliance and understanding. If students continue working, remove their papers and give them a new one.
4. Say, **“I’ll tell you when to start and stop. It’s okay if you don’t finish your paper. Is everyone ready? On your mark, get set, start.”** Begin the timer. Prompt students to turn the page if they finish the first page and continue working. If a student finishes all three pages before 1 minute has elapsed, give the student a fresh probe and instruct the student to “keep working.”
5. Do not assist or teach students the task during the timed probe. Say only, **“Do your best work”** if students ask questions during the probe.
6. When the timer rings say, **“Stop. Put your pencils down and hold your papers up in the air so we can pick them up.”** Monitor to ensure that all papers are held up so that students cannot continue working.

### Scoring:

1. Count number correct in one minute.
2. Count number of errors. Errors are defined as more than one number written or the wrong number written.
3. If the student does not attempt an item, it is not counted as an error.
4. Reversals are not counted as errors. A reversal is defined as the correct number written backwards.

## Circle Number Probe

**Timing:** 1 minute.

**Materials needed:** Probe sheets for each student, pencils for each student, digital timer

1. Arrange students so that they can only see their own work. Tell students, **“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencils down so we can start together.”**
2. Distribute probe sheets. Prompt students, **“Put your pencil down when you have finished writing your name on your paper so that we can all start together.”**
3. **“If you are ready look at me”** (make sure all eyes are on you). Tell students, **“Look at the circles on the left (point). Your job is to count the circles here and circle the number that matches it on the right (pointing). Let’s do the first one together. Let’s count these circles aloud. (Count with the students). How many circles are there? Three, that’s right! Now, which number do you circle over here? Three, that’s right. Do that then put your pencils down so we can all start together.”** Monitor for compliance and understanding. If students continue working, remove their papers and give them a new one.
4. Say, **“I’ll tell you when to start and stop. It’s okay if you don’t finish your paper. Is everyone ready? On your mark, get set, start.”** Begin the timer. Prompt students to turn the page if they finish the first page and continue working. If a student finishes all three pages before 1 minute has elapsed, give the student a fresh probe and instruct the student to “keep working.”
5. Do not assist or teach students the task during the timed probe. Say only, **“Do your best work”** if students ask questions during the probe.
6. When the timer rings say, **“Stop. Put your pencils down and hold your papers up in the air so we can pick them up.”** Monitor to ensure that all papers are held up so that students cannot continue working.

## Scoring:

1. Count number correct in one minute.
2. Count number of errors. Errors are defined as more than one number circled or the wrong number circled.
3. If the student does not attempt an item, it is not counted as an error.

## Draw Circles Probe

**Timing:** 1 minute.

**Materials needed:** Probe sheets for each student, pencils for each student, digital timer

1. Arrange students so that they can only see their own work. Tell students, **“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencils down so we can start together.”**
2. Distribute probe sheets. Prompt students, **“Put your pencil down when you have finished writing your name on your paper so that we can all start together.”**
3. **“If you are ready look at me”** (make sure all eyes are on you). Tell students, **“Look at the number in the box on the left (point). Your job is to draw the same number of circles in this blank (point). Let’s do the first one together. What is the first number? Three, that’s right! So, how many circles do you draw in the blank beside it? Three, good! Do that now and then put your pencils down so that we can all start together.”** Monitor for compliance and understanding. If students continue working, remove their papers and give them a new one.
4. Say, **“I’ll tell you when to start and stop. It’s okay if you don’t finish your paper. Is everyone ready? On your mark, get set, start.”** Begin the timer. Prompt students to turn the page if they finish the first page and continue working. If a student finishes all three pages before 1 minute has elapsed, give the student a fresh probe and instruct the student to “keep working.”
5. Do not assist or teach students the task during the timed probe. Say only, **“Do your best work”** if students ask questions during the probe.
6. When the timer rings say, **“Stop. Put your pencils down and hold your papers up in the air so we can pick them up.”** Monitor to ensure that all papers are held up so that students cannot continue working.

## Scoring:

1. Count number correct in one minute.
2. Count number of errors. Errors are defined as fewer or more than the correct number of circles drawn.
3. If the student does not attempt an item, it is not counted as an error.